



Theodore Lester Elementary

3501E. Palmetto Street
Florence, South Carolina

Grades	PK-6 Elementary School	
Enrollment	407 Students	
Principal	Gregory J. Mingo	843-664-8459
Superintendent	Larry Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

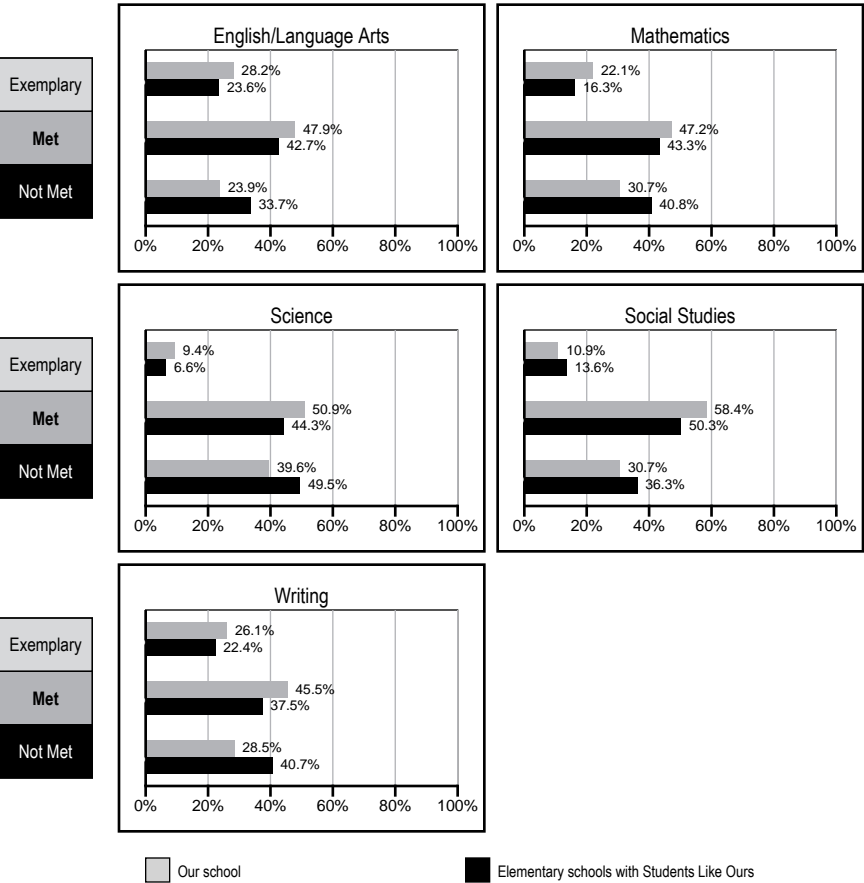
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	89	65	22

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=407)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Down from 6.9%	2.5%	1.9%
Attendance rate	95.3%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	6.4%	Down from 7.2%	4.0%	10.0%
With disabilities other than speech	23.3%	Up from 20.8%	7.8%	7.7%
Older than usual for grade	3.1%	Down from 4.2%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	65.9%	Up from 54.8%	57.1%	59.4%
Continuing contract teachers	75.0%	Down from 76.2%	73.3%	80.0%
Teachers with emergency or provisional certificates	4.9%	Down from 5.4%	0.0%	0.0%
Teachers returning from previous year	85.4%	Up from 83.9%	83.1%	85.9%
Teacher attendance rate	95.7%	Up from 95.0%	95.1%	95.1%
Average teacher salary*	\$46,160	Up 3.4%	\$45,608	\$47,149
Professional development days/teacher	14.4 days	Down from 15.6 days	11.0 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 14.3 to 1	17.1 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.8%	90.1%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,719	Up 13.9%	\$8,556	\$7,458
Percent of expenditures for instruction**	69.9%	Up from 67.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.3%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Theodore Lester Elementary, we are continuing to encourage our students to “Reach for the Stars.” We are challenging all students to reach their potential as learners. The school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation.

The School Improvement Council met at the beginning of the year, and the consensus of the group was that student success in reading is the key to student success in other subject areas. With that in mind, we renewed our focus on our Reading Renaissance Program. We encouraged students to read as much as possible and tried to instill in them a love for reading. We believe that this, in turn, will positively impact student learning and students’ performance on standardized tests.

We believe that this will have a carryover effect for all subject areas. This will help in critical thinking, problem solving, and the analysis and synthesis of ideas and concepts which are crucial for improved achievement in reading, math, science, and social studies. We have also examined students’ varied styles and rates of learning. We have implemented many strategies aimed at differentiating instruction and learning for our students. We are continuing to implement journal writing and note-booking as a means of capturing students’ ideas and assessing what they have learned. We now have a science coach who has helped provide professional developments sessions for our teachers.

The School Improvement Council was also instrumental in improving the quality of teaching and learning at the school by supporting events like the following: Muffins for Mom, Doughnuts for Dad, Teacher Appreciation Week, and Lester Alive. Employees from Roche Carolina provided lunch buddies for students. The Florence Rotary Clubs, in conjunction with Circle Park, offered third graders strategies for preventing drug use with its RIDDE activities.

The faculty and staff of Theodore Lester Elementary are committed to improving teaching and learning. Our mission is as follows: It is our mission “to provide a quality education for all students to become successful, responsible citizens in life.”

Rosalyn Green, Chairperson for the School Improvement Council
Gregory J. Mingo, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	33	23
Percent satisfied with learning environment	89.7%	75.8%	69.6%
Percent satisfied with social and physical environment	82.1%	72.7%	73.9%
Percent satisfied with school-home relations	71.8%	93.9%	73.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.3%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	201	100	21.6	45.4	33	85.4	85	82.8	Yes	Yes
Gender										
Male	103	100	28.7	40.4	30.9	77.7	82.3	79.3	N/A	N/A
Female	98	100	14.3	50.5	35.2	93.4	87.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	40	100	13.9	47.2	38.9	91.7	91.7	89.5	I/S	Yes
African American	155	100	24.5	44.8	30.8	83.2	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
Disability Status										
Disabled	54	100	35.8	32.1	32.1	62.3	58.8	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	84.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	100	24.1	47	28.9	84.3	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	201	100	27.6	48.1	24.3	73.5	79	78.9	Yes	Yes
Gender										
Male	103	100	34	43.6	22.3	67	77	77	N/A	N/A
Female	98	100	20.9	52.7	26.4	80.2	81	80.9	N/A	N/A
Racial/Ethnic Group										
White	40	100	19.4	44.4	36.1	83.3	88.6	87.2	I/S	Yes
African American	155	100	30.8	47.6	21.7	70.6	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
Disability Status										
Disabled	54	100	34	49.1	17	52.8	47.6	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	181	100	30.7	48.2	21.1	71.7	70.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	131	100	35.5	47.9	16.5	64.5	67.8	67.5
Gender								
Male	62	100	41.1	42.9	16.1	58.9	68.2	67
Female	69	100	30.8	52.3	16.9	69.2	67.3	68
Racial/Ethnic Group								
White	26	100	16	52	32	84	81.5	79.5
African American	102	100	40.9	46.2	12.9	59.1	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	42.9	25.7	31.4	57.1	41.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	59.4	59.6
Socio-Economic Status								
Subsided meals	119	100	38.2	45.5	16.4	61.8	55.3	55.1

Social Studies

All Students	127	100	28.7	57.4	13.9	71.3	72.3	72.3
Gender								
Male	64	100	32.8	46.6	20.7	67.2	71.7	71.5
Female	63	100	24.6	68.4	7	75.4	73	73.2
Racial/Ethnic Group								
White	24	100	19	61.9	19	81	81.7	80.7
African American	98	100	31.5	57.3	11.2	68.5	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	31	100	43.3	40	16.7	56.7	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.7	67.9
Socio-Economic Status								
Subsided meals	116	100	31.7	54.8	13.5	68.3	61.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	201	87.6	27.6	46	26.4	72.4	72.6	70.2	95.3	95.6
Gender										
Male	102	87.3	31.7	51.2	17.1	68.3	66	63.2	95.4	95.4
Female	99	87.9	23.5	40.7	35.8	76.5	79.3	77.5	95.2	95.8
Racial/Ethnic Group										
White	40	82.5	24.1	37.9	37.9	75.9	80.9	79.1	93.1	95.5
African American	155	89	29.5	48.1	22.5	70.5	64.1	57.6	96.1	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	86.1	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.6	62.6	93.9	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	91.5	95.9
Disability Status										
Disabled	54	59.3	67.7	29	3.2	32.3	30.9	26.1	93.7	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.3	61.2	94	96.1
Socio-Economic Status										
Subsidized meals	176	87.5	30.1	47.9	21.9	69.9	62.9	58.9	95.2	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	54	100	19.1	36.2	44.7	80.9
	4	56	100	20	64	16	80
	5	49	100	27.7	34	38.3	72.3
	6	42	100	19.5	46.3	34.1	80.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	54	100	34	38.3	27.7	66
	4	56	100	26	60	14	74
	5	49	100	25.5	53.2	21.3	74.5
	6	42	100	24.4	39	36.6	75.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	100	44.4	33.3	22.2	55.6
	4	56	100	34	52	14	66
	5	24	100	30.4	52.2	17.4	69.6
	6	21	100	33.3	52.4	14.3	66.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	26	100	36.4	59.1	4.5	63.6
	4	53	100	27.7	63.8	8.5	72.3
	5	25	100	29.2	37.5	33.3	70.8
	6	23	100	22.7	63.6	13.6	77.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	53	94.3	31.8	36.4	31.8	68.2
	4	56	83.9	18.6	60.5	20.9	81.4
	5	50	84	45	37.5	17.5	55
	6	42	88.1	13.9	50	36.1	86.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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